



Whole School Provision Map 26/27

Area of Need	Wave 1- Intervention ALL pupils receive as part of high-quality teaching.	Wave 2 – Interventions for pupils requiring additional support to make progress	Wave 3 – Highly individualised 1:1 or targeted interventions
Cognition and Learning Pupils who find learning, thinking and understanding harder than most other pupils might find these things difficult: -Remembering things such as words for reading and times tables -Understanding how to use letter sounds to read and spell words -Needing more time to think about their answers	Differentiated Curriculum Visual Aids Visual Timetables Equipment and resources to aid learning e.g. writing frames/number lines	Daily reading Phonics catch up Small group support in English Small group support in Maths Booster groups Precision Teach: Phonics and common exception words Memory games Lexia	1:1 bespoke Phonics Bespoke English and Maths lessons by Toe 1:1 Withdrawal support In class support TEACCH approach Alphabet Arc Access to The Hive Inclusion Support Advice (Learning Team)
Communication and Interaction Pupils who find it difficult with interacting with the people and world around them might find these things difficult:	Structured school and class resources Visual Aids / Timetables Use of symbols and signs Differentiated curriculum	Speaking and Listening activities Time to talk Small group work Pastoral support (group) Speech and language activities Talk Boost	Targeted SALT intervention 1:1 PECS WellComm Makaton Lego Therapy ALDs (Aided Language Displays) Access to The Hive

-Talking to others, especially when in a group -Talking about a topic they haven't chosen. -Saying the things, they are thinking -Understand what other people mean when they are talking		Speech and language assessment	
Social and Emotional Pupils who find it difficult to manage their emotions and behaviour may struggle with: -Following rules and instructions set by others -Sitting still for very long -Understanding how they are feeling -Making friends -Taking responsibility for the things, they do -Dealing with changes. -Dealing with noises, smells or other sensations around them	Whole school and class rewards Clear rules and boundaries Behaviour Policy and Blueprint Circle Time / PSHE Dedicated assemblies	Access to family support Access to Wellbeing Warrior Pastoral support (group) In class support small group Regulation Station Morning Hub Peer mediators	Anger Management Individual behaviour targets In class support: 1:1 Drama Therapy Behaviour Mentors Pastoral support (1:1) Access to The Hive Inclusion Support Advice (SEMH Team)
Sensory and Physical Pupils who have a disability that may make it difficult for them to manage their everyday life without changes or support. This may be because of hearing or visual difficulties, physical disabilities or other medical needs.	Staff awareness of any sensory and physical impairments Flexible teaching arrangements Adapted environment when necessary	Sensory Tent Sensory equipment Physical activities Weighted equipment Pencils grips / Easy Start pencil Adaptive Rulers Writing Slopes Theraputty Large Print fonts	1:1 Withdrawal for specific exercise or sensory activities. 1:1 occupational and physiotherapy targets. Inclusion Support Advice (vision and hearing team) Access to The Hive

Some of the things children with these difficulties might find difficult are: -Hearing what others in the school setting are saying -Reading words on books, worksheets or whiteboards that are not made bigger or changed to help them -Moving around without an aid		Visuals for Hearing	
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